DOCUMENT RESUME

ED 333 667 EC 300 423

AUTHOR Metzger, Rebecca Griffeth
TITLE StudyWorks! A Model Project Establishing a Coalition between Two Diverse Groups of Exceptional Children.
PUB DATE Apr 91
NOTE 54p.; Paper presented at the Annual Conference of the Council for Exceptional Children (69th, Atlanta, GA, April 1-5, 1991).
PUB TYPE Speeches/Conference Papers (150) -- Reports - Descriptive (141)

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS Career Education; Curriculum; Economic Development; Elementary Education; Experiential Learning; Food; *Food Service; *Gifted; Interpersonal Competence; *Mild Mental Retardation; Nutrition; *Program Implementation; Teaching Methods; Units of Study; Work Experience Programs
IDENTIFIERS *Study Works Project OH

ABSTRACT

The StudyWorks Project was a 1-year unit of study designed for implementation with gifted/talented (G/T) students and developmentally handicapped (DH) students. The project involved four major areas of study (economic development, career education, social/interpersonal skills, and health/nutrition) and provided practical application of these areas of study. The practical application component consisted of planning, implementing, and maintaining a nutritious snack bar to serve intermediate-grade students during cafeteria lunch periods. The G/T class, consisting of seven third- and fourth-grade students, and the DH class, consisting of six fourth- and fifth-grade students, completed the units of study as separate classes and worked cooperatively on the snack bar project. This paper describes the project's rationale, content, goals and objectives for each unit of study, and procedures. The paper offers specific examples of procedures used in many aspects of program development and implementation: consultant support; funding; business plan; research; product selection; location; equipment; personnel; training; implementation; public relations; support study units; project closure, evaluations, and projections; and awards banquet. Appendices contain project forms and budgetary information. (13 references) (JDD)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☑ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

ED333667

STUDYWORKS!

A Model Project Establishing a Coalition Between Two Diverse Groups of Exceptional Children

Rebecca Griffeth Metzger
Shelby City Schools
Shelby, Ohio

BEST COPY AVAILABLE

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Rebecca Metzger
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

EC 300423

Paper presented at the Annual Convention of the Council for Exceptional Children (69th, Atlanta, GA, April 1-5, 1991).

ABSTRACT

The StudyWorks Project was a year long unit of study designed for the individual and cooperative implementation by the Central School Gifted/Talented (G/T) students and the Developmentally Handicapped (DH) students.

The major areas of study in the project were

1. Economic Development
2. Career Education
3. Social/Interpersonal Skills
4. Health/Nutrition

Specific goals and objectives are listed in a later section.

In addition to the four major areas of study, the work project simultaneously provided practical application of the mastered skills.

The work project consisted of planning, implementing and maintaining a nutritious snack bar to serve Central School students in grades 4,5,and 6 during their lunch period in the cafeteria.

The G/T class and the DH class completed units of study as separate classes, and worked cooperatively in the work units.

The G/T class consisted of seven third and fourth grade students. The DH class consisted of six fourth and fifth grade students.

The snack bar served 150 students in grades 4-6 as well as teachers and other staff members.

The StudyWorks Project was taught and supervised by Rebecca Metzger G/T and DH teacher. Consultants for the project were Sally Kleinman G/T coordinator, Richard Hostetler Food Services Director, and Dan Campbell Central School Principal.

RATIONALE

As a teacher of exceptional children for the last eleven years, I continually have noted common factors and characteristics in the students I am teaching.

During the last two years, I had the intriguing opportunity of working with two classes of students who have been placed in programs seemingly at opposite ends of the academic educational spectrum. Both groups of students involved in the project were placed in alternative programs in order to better address their exceptionalities.

One group consisted of students labeled Gifted and Talented. These students attend regular classes as well as additional classes for further development of their talents. These students have an IQ of 120 or above.

The other group consisted of students labeled Developmentally Handicapped. These students are taught in a DH classroom and attend the regular classroom only for those subjects and activities which they are able to accomplish with the homeroom students. These students have an IQ ranging from 65 to 80.

There are obvious differences in the two groups of students,and yet I observed common skill deficits in both groups. Some characteristic deficit areas were: Economic Development, Career Education, Social Interpersonal Skills, and Health/Nutrition.

I searched for a unit of study which could strengthen these skills as well as related subskills, and at the same time would involve the cooperative effort of these two diversified groups of students.

The StudyWorks Project was the result.

The goals and objectives section of this outline lists specific skills which were targeted for study.

In general, neither group of students had learned life skills which were targeted for study.

In general, neither group of students had learned life skills regarding work ethics or economic activities, or how the two areas affect them personally.

The students, lacking in an understanding of basic economic life skills, came from both financially deprived or financially solvent family backrounds.In both cases, the students were not actively involved in personally understanding how their efforts contributed directly or indirectly to their own or other's economic welfare.

The StudyWorks Project was designed to model as many interactive social and economic activities as possible. The cooperative effort necessary to make the project successful, as well as mastery of stated skills and objectives, determined the resulting outcomes.

PROCEDURES AND CONTENT

The StudyWorks Project was organized into 14 major units of study, As the project progressed, other units were added and revisions were made in previous areas of study.

The fourteen units of study are listed in chronological order.

1. Consultant Support
2. Funding
3. Project Description/Business Plan
4. Research
5. Product Selection
6. Location
7. Equipment
8. Personnel
9. Training
10. Implementation
11. Public Relations
12. Support Study Units
13. Project Closure
    Evaluations
    Projections
14. Awards Banquet

The following synopsis of each unit includes procedures, timeline or approximate class periods required, content of lesson activities, resources used, and suggested extension or expansion activities where applicable.

Teachers who wish to replicate this project would be advised to use these units as an outline only. The next step would involve determining which objectives as stated in the previous section he/she chooses to target within each unit according to specific student needs and abilities. Hopefully, the procedures, forms, timelines, and resources would also be individualized and adapted to the specific situation.

GOALS AND OBJECTIVES

ECONOMIC DEVELOPMENT

The students will develop an awareness of concepts of economics, mastery of operational math skills, money skills, decision making skills, and problem solving skills.

Project Goals and Objectives

1. Gain an understanding of the economic concepts of consumer, product, need, profit, loss, investment, and record keeping.
2. Demonstrate mastery of math skills required for computation.
3. Apply money skills of adding, subtracting, and making change.
4. Make contributions to planning, problem solving, and decision making.
5. Be sensitive to problems.
6. Define problems.
7. Break away from habit forming thinking.
8. See new relationships.
9. Observe carefully to discover facts.
10. Demonstrate the thinking pattern of fluency by generating a wide variety of ideas.
11. Accept the possibility of more than one correct answer.
12. Understand advantages of brainstorming.
13. Demonstrate the thinking pattern of originality by developing unique ideas, concepts, approaches.
14. Understand logical arguments.

Summary of Economic Development Goals and Objectives: The students will study the project goal skills and then will use these skills to plan and implement successful business strategies for the operation of a school snack bar.

GOALS AND OBJECTIVES

CAREER EDUCATION

Career Education includes an exploration of career opportunities, appreciation and respect for work, the work process, its personal and social benefits, and practical study of the theory and application of skills necessary for successful work experiences. This includes a developmental study of the growth of an individual from infancy to old age as developmental tasks relate to work situations.

Project Goals and Objectives

15. Develop an appreciation for work.
16. Recognize tangible and intangible rewards of work.
17. Recognize the importance of all jobs.
18. Develop a realistic self-appraisal of personal strengths and limitations, interests, and abilities.
19. Recognize the consequences of unacceptable attitudes towards work.
20. Develop skills for working without supervision.
21. Develop a sense of responsibility by displaying skills for appropriate care of personal, private, and public property.
22. Develop a positive acceptance of consequences of behavior.
23. Develop decision making skills.
24. Be aware of and adhere to rules and policies as well as develop an understanding of why rules and policies are needed.
25. Develop behaviors necessary for successfully accomplishing a work task including: adequate personal grooming, regular and punctual attendance, working cooperatively with others, following directions, working independently, planning skills, setting and evaluating personal goals, develop initiative, develop a sense of honesty and personal ethics.

GOALS AND OBJECTIVES

SOCIAL/INTERPERSONAL SKILLS

Interpersonal skills include feelings and emotions of self and others out of which develop attitudes, appreciation, and methods of adjustment. The task of interpersonal relations should provide the opportunities for a student to develop a healthy, positive view of himself and to perceive himself and others as worthy, loving, persons who are caring and cared for.

Project Goals and Objectives

38. Develop a healthy self image with positive feelings of self worth.
39. Demonstrate a positive attitude toward the acceptance of responsibility, criticism, authority, and coping with conflict.
40. Develop acceptance skills of the differences and exceptionality of self and others, including age, physical appearance, mental and physical strengths and weaknesses, diversities of interests, talents, and abilities.
41. Develop healthy and meaningful social relationships by displaying a positive attitude toward self and others, showing awareness of benefits of social involvement, and demonstrating effective group interaction skills.
42. Become aware of the process of developing values and respect as shown toward self, others, authority, property, and work ethics.
43. Evaluate consequences of own actions.
44. Develop skills to stimulate others.
45. Interact with others easily.

GOALS AND OBJECTIVES

Social/Interpersonal Skills (Continued)

46. Apply techniques of effective oral communication.

47. Demonstrate active listening.

Summary of Social/Interpersonal Skills and Objectives: The students will develop a healthy self image, acceptance skills, social relationships, values, and respect.

GOALS AND OBJECTIVES

HEALTH/NUTRITION

The students will gain an understanding of growth and development, food nutrients, nutritional requirements, and appropriate and adequate food selections.

Project Goals and Objectives

48. Develop an understanding of nutritional needs as they apply to physical and mental growth and maintenance requirements.
49. Master concepts of bodily organs and functions.
50. Study nutritional content of foods, daily nutritional requirements, and appropriate selection of foods to meet those requirements.
51. Study of food preparation, storage, preservation, purpose.
52. Research alternative food sources.
53. Use effective techniques for discovering new ideas.
54. Refine strange ideas into useful ones.
55. Grasp meaning of a statement.
56. Determine fact versus opinion.
57. Judge whether there is ambiguity in a line of reasoning.
58. Judge whether statements contradict each other.
59. Judge whether a conclusion follows necessarily.
60. Judge whether an observation statement is reliable.
61. Judge whether something is an assumption.
62. Judge whether a statement made by an alleged authority is credible.
63. Recognize fallacies in thinking.

GOALS AND OBJECTIVES

Health/Nutrition (Continued)

64. Understand categorical reasoning.

65. Develop skills of interviewing.

Summary of Health/Nutrition Skills and Objectives: The students will gain an awareness of their personal nutritional needs and how best to meet these needs.

1. Consultant Support

Administrative Approval

During the initial planning stages of this project it was crucial to discuss the business plan with those in an administrative capacity in the school system as well as those persons who would be directly affected by the project itself.

In our situation this included the Superintendent of our school district, Mr. Steve Bell, the Building Principal of Central School which would house the project, Mr. Dan Campbell, and the Coordinator of the G/T Program, Mrs. Sally Kleinman.

Once the idea was presented to each of these people and their approval obtained, the next step was to contact anyone else who would be affected by the implementation of the project. This included Mr. Richard Hostetler, Food Services Director. Since our project dealt with supplementing and not competing with the school food services program, it was necessary that a compromising agreement could be reached before the project was presented to the students so that any possible conflicts or roadblocks could be averted.

Several classroom teachers were also contacted to determine if they would encourage their students to become involved as customers in the snack bar if one were provided.

The response from the administration was very supportive and we were offered help as needed for consultants once the project was under way.

It is essential that this step be included in any similar project since the success depended directly on the cooperation and support that these people provided. It is also important not to present the project to the students until this groundwork has been determined to be stable.

2. Funding

This step in the business plan was also completed before the project was introduced to the studnets.

A grant application was submitted to the Richland County Foundation for their consideration. A project outline was submitted with the application.

Grant writing, at first glance, appears to be a confusing and unfamiliar process. However, below are some useful suggestions which can simplify this process for obtaining funding from grants.

To locate sources for grants, research educational journals, state department newsletters, professional organizations as well as locating at your local library the following reference books: Annual Register of Grant Support, Foundation Directory, Foundation Grants Index, User's Guide to Funding Resources.

Once a funding source is located, then the source must be contacted for a grant application.

It is very helpful to read very carefully the instructions and restrictions, hilighting the most important directions. Make sure to follow all guidelines and requirements carefully and submit the grant application before the entry date.

It is essential that you seek the approval and support of the administrator for your building or department before spending the time and energy on a project which may not be able to be implemented.

A funding search can take a substantial amount of time out of the project timeline. It would be adviseable to begin the funding search months in advance. We began the plan for this project in the Spring of 1988, and submitted the grant application in October

of 1988.

The grant was approved by the Richland Foundation in December of 1988. Ideally, we would have liked to have had the funding in place at the beginning of the school year.

Once the funding is received, it is imperative that the School Treasurer be contacted to determine the legal and appropriate procedures to follow to assure the funds being received are handled in accordance with the auditor's guidelines.

Record keeping procedures such as deposits, requisitions, accounts payable, etc. need to be followed closely to prevent confusion and descrepancies.

In the case of our snack bar, the treasurer opened an activity' account titled with the school name, grade level, and activity (Central School 5th grade Snack Bar).

To set up an account it may be necessary to fill out a form for the treasurer's office which states the purpose of the activity, the source of funding, and an outline of proposed budget, receipts, and expenditures.

It is also important to determine if the school district of Board of Education has a stated policy allowing the district to accept grant monies.

Many delays and procedure conflicts can be avoided by checking these procedures before beginning.

Under no circumstances should the supervising teacher be put in a position of sole responsibilty for the financial accountability of the project.

A thank you note was sent to the Foundation, and during the project the students sent articles and notes to keep them informed of their progress.

3. PROJECT DESCRIPTION/Student Goals

The project as envisioned by the project supervisor and the consultants was presented to the students. The students were very enthusiastic to begin the project.

At this point it was determined that the project as described in the Abstract and Goals/Objectives sections was one designed by the supervising adults. The students, however, had as their primary interest making money and being on the staff of the snack bar.

Therefore, in the evaluation section of this project, we will be presenting the evaluation of the project in two sections. One will be from the viewpoint of the project supervisor and one from the viewpoint of the student employees.

All participants agreed that the project would include any and all necessary activities which would enable the class members to organize and operate a nutritional food snack bar for the 4th, 5th, and 6th grade students and staff of Central School.

4. RESEARCH

The first consideration of the two classes was naming the snack bar. The students chose GOODS 4 U as their official name. The next step was to research the types of snack foods they wanted to offer for sale. Thie research covered approximately eight hours of class time.

The students collected samples of foods they believed to be healthy choices and brought them to class. They then used the Product Sampling Chart (copy included) to rate each food according to sugar, sodium, saturated fat, cholesteral, appearance, taste, overall food value, and cost.

Once this was done the students surveyed the 4th, 5th, and 6th grade students to determine what their favorite cafeteria foods being served were and more importantly, what foods they would like to see be made available during their lunch period.

The survey results gave them two different sets of results. The first gave them ideas of foods which could be included in the present school lunch by the food services department, and the second gave them a list of suggestions for snacks which could be sold at the snack bar. Ad additional eight hours of class time was spent on designing the surveys, distributing them, collecting and compiling the data.

The next step was inviting the Food Services Director to class to discuss the findings with him. The students prepared an interview with Mr. Hostetler.

The interview and class visit by him provided the classes with a multitude of information and ideas as

well as an invitation to take a field trip to the High School Food Services Department. Even though this field trip was taken within the district, field trip forms with parent permission signatures were required.

During the tour on January 19, 1989, Mr. Hostetter described food planning, acquisition, storage, preparation, delivery, sanitizing, inventory control and ordering using a computerized system, guided a tour of the high school snack bar and served the students lunch.

Upon their return from the field trip the students made several conclusions: Food services in complex, the variety of snack foods termed "junk foods" available for the high school students to purchase was "unbelievable", and their resolved to run a successful snack bar serving only healthy, nutritious foods was more firm than ever.

The guest interview, field trip, discussion, and integrating the information gained, covered four more class periods.

At this point, we had spent in excess of twenty hours of class time planning the project.

5. PRODUCT SELECTION

Based on their research, the students selected the following products to sell at their snack bar: Whole wheat crackers with cream cheese, whole wheat crackers with peanut butter, string cheese, raisins, unsweetened orange pineapple juice, unsweetened apple juice, peanuts, apples, bread sticks, popcorn, and applesauce.

The purveyor for the products sold was the school's Food Services which supplied the products. An additional 10% ordering and handling fee was charged to the snack bar for these services. The food was delivered by the smae carrier who delivered the weekly cafeteria supplies.

At times the students requested to make and sell their own products, but this was not possible due to licensing restrictions.

As long as we ordered and sold factory packaged foods, and met the local code of the health department we were covered by our district food service license.

It is <u>essential</u> to check the codes and restrictions in each specific geographical area before implementing a similar project.

6. LOCATION

The first students searched for a location for the snack bar which would be convenient for the customers and yet out of the way of the cafeteria line and food servers. A corner was spotted in the eating area of the cafeteria which would allow for a good traffic flow away from the serving lines. The students contacted the Food Services Director and an agreement was reached concerning the location.

7. EQUIPMENT

The first concern was a table or selling counter as well as ample locked storage for the inventory. There was nothing suitable already available within the district, so the students decided to have a counter built for them. They contacted a local carpenter who was willing to build a counter/cabinet combination.

The students then brainstormed, measured, and designed a counter which would fulfill all of their requirements. Their measurements included arm reach, size of lunch tray, storage needs, and size of available room space. The specifications were taken to the carpenter, materials chosen, and a price determined.

The counter with locking storage was delivered in February. Other equipment and supplies purchased included a money tray, aprons, hats, baskets, and the initial inventory of foods.

The milk company which services the schools installed an extra milk cooler which they could use for overflow and we could use to store our juice, cheese, and applesauce.

It was important at this point to discuss our plans with and gain the support of the cafeteria food service cooks and servers. They proved to be very cooperative in sharing their water, sinks, and space with the students.

8. PERSONNEL

The next six to eight hours of class time were spent designing job descriptions, filling out applications, interviewing and hiring department heads and employees.

All of these activities were done by the students with my supervision. Interviewing was done by the Food Services Director, myself, and the student general manager. The job titles were as follows: Supervisor, General Manager, Advertising/Marketing, Cashiers, Attendants, Bookkeeper, and Inventory Control Manager.

PLEASE PRINT NEATLY.

SHELBY CITY SCHOOLS
(419) 342-3520
25 High School Avenue
Shelby, Ohio 44875

STUDYWORKS SNACK BAR

APPLICATION FOR CLASSIFIED EMPLOYMENT

Prospective employees will receive consideration without discrimination because of race, creed, color, sex, age, national origin or handicap.

Please Print or Type

PERSONAL

Last Name First Middle	Date
Street Address	Home Phone ( ) —
City, State, Zip	
Name of School Attended	
Grade	
Teacher	Will you work overtime if asked? Yes No
Are you legally eligible for employment in the United States?	When will you be available to begin work?
Special training or skills (languages, machine operation, etc.)	
Have you been convicted of a crime in the past ten years, excluding misdemeanors and summary offenses, for which you have not been annulled, expunged or sealed by a court? Yes No If Yes, describe in full	
Have you any limitations which preclude you from performing certain duties of the job for which you have applied? Yes No If Yes, describe limitation	

CHECK POSITION YOU WOULD LIKE TO APPLY FOR:

Cashier __
Attendant __
Bookkeeper __
Inventory Control __
Advertising/Marketing __
General Manager __

SIGNATURE

I hereby declare the information provided by me in this Application for Employment is true, correct and complete to the best of my knowledge. I understand that if employed, any misstatement or omission of fact on this application shall be considered cause for dismissal.

Date _____ Signature _____

PLEASE RETURN APPLICATION TODAY TO ROOM 209.

Interviews will begin promptly at 8:00 on Friday February 24, 1989.

BEST COPY AVAILABLE

STUDYWORKS PROJECT JOB DESCRIPTIONS

I. CASHIER
- A. Make change accurately.
- B. Treat customers with respect and sensitivity.
- C. Record sales, money, and items on a timely basis with no mistakes.

II. ATTENDANT
- A. Treat customers with respect and be sensitive to their needs.
- B. Rotate food (FIFO).
- C. Serve food.
- D. Exhibit good salesmanship.
- E. Take accurate and timely inventory.
- F. Clean up.
  1. Store food in approved manner.
  2. Clean food surfaces.

III. BOOKKEEPER
- A. Ensure cashier accuracy.
- B. Log expenditures and receipts

IV. INVENTORY CONTROL
- A. Order with minimal spoilage.
- B. Receive merchandise
  1. Check invoices
  2. Store properly.
- C. Inventory merchandise.
  1. Daily
  2. Monthly

V. MARKETING
- A. Research
  1. Surveys
  2. Test Samples
- B. Advertising
  1. How 2. When 3. Where 4. Cost

VI. GENERAL MANAGER
- A. Hire
- B. Evaluate
- C. Advise/Coach

BEST COPY AVAILABLE

9. TRAINING

Once the employee assignments were made, a meeting was held with each department and the job descriptions explained. The next month of class time was spent accomplishing the tasks required of each position or practicing the skills needed.

The cashiers practiced making change, the bookkeeper and inventory control workers designed and printed forms they would need, the attendants practiced techniques for dealing with customers, the advertising department wrote jingles and Public Address announcements, and the General Manager discovered how difficult coordinating a multitude of activities was.

A two day mock session was held with students standing in as pretend customers.

All was prepared and the Grand Opening of the Goods 4 U Snack Bar was held on March 10, 1989.

10. IMPLEMENTATION

The snack bar was open the first year four days a week from March 10 until May 17, 1989.

The second year the snack bar was open for a semester from January through May.

This third year, 1991, the snack bar has been open since the first month of school and will reamin open until the last week of the year.

The snack bar was not open on Fridays in agreement with the Food Services Director who provided ice cream for sale to the students one day a week.

BEST COPY AVAILABLE

JINGLE
Script for PA Announcements

JINGLE

```
  G    E   E    E   E     D    G   E   C
We've got the food that makes you healthy,
  G    E   E    E   E     D     B    C
We've got the food that tastes good too.
  G    E   E    E   E   D   D   G  E  C
We've got the food you want to get into,
  G    E   E    E   E   D   B C
We've got the food at GOODS 4 U.
```

Script for five PA Announcements

1. Sing Jingle
   "Of course you've heard about California Raisins!
   How about Central Raisins?
   Try them at the GOODS 4 U Snack Bar!"
   Sing Jingle.

2. Sing Jingle
   "Try these good tasting GOODS 4 U crackers!
   We've got your choice of peanut butter or cheese in
   the middle!"
   Sing Jingle.

3. Sing Jingle
   "Ladies and Gentlemen! Come get your juice in assorted
   flavors. It's good! It's great! It's at GOODS 4 U!"
   Sing Jingle

4. Sing Jingle
   "Come to GOODS 4 U and get the GOOD 4 U breadsticks.
   Try each flavor!"
   Sing Jingle

5. Sing Jingle
   "Try our peanuts. They look good. They taste good.
   they smell Gooood!"
   Sing Jingle

Board Talk

March - April, 1989 STAFF ALUMNI EDITION Volume X, Issue 4

METZGER GETS RICHLAND FOUNDATION GRANT

Students at Central Elementary School are reaping the nutritional benefits of a program initiated by teacher Beki Metzger and her pupils. The project has been a long time in the planning, beginning with the 1987-88 school year. As a teacher of children with exceptional abilities, Metzger had seen an opportunity to develop a studyworks program involving her GT and DH classes. Because she would have the same groups for two consecutive school years, she started their groundwork planning last year.

Beki's second step called for her to consult the school's Gifted and Talented Coordinator Sally Kleinman, Special Education Coordinator Diane Ervin, and Food Services Director Richard Hostetler.

The final preparatory step was submitting a request for a grant to the Richland Foundation in August. In October she received word that the grant would be hers, and at that point, Metzger's plans swung into full gear.

The main thrust of the project was to plan, implement, and maintain a snack bar to serve Central School students in grades 4, 5, and 6 during their lunch period in the cafeteria. It would be a supplement to students' regular lunches.

The food to be made available at the snack bar was the big challenge for the 12 students involved. The young entrepeneurs spent hours deciding what foods were suitable. They made a field trip to the high school to discuss nutrition with Hostetler, checked out the snack bar items sold at the senior high, surveyed their peers at Central, collected samples, and researched food labels for nutrition and ingredients. Only then did they reach decisions as to their own products. Their aim was to have their fellow students eat only what is good for them.

"We were told to sell junk foods if we wanted to make any money," revealed Maggie Roberts.

Chris Ramey quickly added, "But that's strictly a No-No in our business! We don't want anything like that."

Promotional activities such as commercials aired on the school intercom, posters, jingles, and an entire sales marketing campaign preceded their grand opening.

The snack bar opened Monday, March 6, and is open four days a week Monday through Thursday.

It offers such items as string cheese, popcorn, wholewheat crackers with cheese and/or peanut butter, fresh fruit, applesauce, fruit yogurt, and gorp (a mixture of raisins and peanuts). No junk food is handled!

"Our survey showed that the kids wanted less salt and less sugar," observed Jeff Hart.

Pricing, staffing the stand, handling the money, and many other decisions are all part of the training being received by these elementary business persons. They all have had a hand in the planning, and now they all work together as cashier, clerks, accountant/treasurer, advertising, ordering and any other business-related duties they encounter.

The twelve youngsters responsible for the project include Jay Asp, Jenny Baldridge, Brent Bowman, Gabe Clark, Jeff Hart, Allison Moss, Tom Nedolast, Amy Polk, Chris Ramey, Maggie Roberts, Sara Shepherd, and Hilary Stock.

The $450 grant received from the Richland Foundation was used to buy necessary equipment, supplies, and to cover start-up expenses. Part of the latter included white aprons and visors with red letters proclaiming their business' name, "Goods 4 U".

They anticipate having some profits which, primarily, will go back into materials. The remainder is slated to provide a spring picnic in the park for the group. And you can bet that only nutritious food will be consumed at the picnic arranged by these kids.

BEST COPY AVAILABLE

SHELBY CITY SCHOOLS

25 High School Avenue, Shelby, Ohio 44875 (419) 342-3520

-year-olds Tom Nodoinet and Christopher Ramey wait to pounce on customers at the Goods 4 U Sweets counter in Shelby's Central Elementary School.
oto by Jim Johnson)

BEST COPY AVAILABLE

April 21, 1989

Children run snack bar

Shelby youngsters learn about business, nutrition

By Cynthia Jakbuick
News Journal

SHELBY — Hilary Stock's biggest headache as company general manager is that employees won't do what she asks of them.

The 10-year-old Central Elementary School student says she has a special technique to improve their performances.

"I just tell them again, more strictly."

Hilary is in charge of Goods 4 U Snacks, a student-conceived and student-run business in the school cafeteria.

She is one of 12 students who run the snack bar Monday through Thursday from noon to 12:30 p.m. selling nutritious snack items to fellow fourth-, fifth- and sixth-graders. Most items, such as apples, raisins, crackers and cheese, peanuts and string cheese cost 25 cents; breadsticks are a dime.

The blonde-haired, bespectacled girl said average daily sales total $17. Tom Nedolast, one of two company cashiers, said the cash drawer has matched the inventory only one day in the six weeks the snack bar has been opened.

Tom, 10, had no clue as to what the staff did right that day or what the staff has done wrong all along. Usually, however, they have more money than product sold, an overage Tom refers to as a tip.

The project started out as a way to work on skills needed by students in Beki Metzger's developmentally handicapped and talented and gifted classes.

She that said while the classes represent opposite ends of the learning spectrum, the students share some common problems.

In both cases, the students are pulled from the mainstream of their peers for special attention, which results in the need to work on social skills.

> "There have not been any problems between the groups... They interviewed for jobs they thought they could do."
> — Beki Metzger

"It's really unusual to put these two classes together," she said.

The project has been a success. The students have meshed very well, making it nearly impossible to determine which student is in which class.

Behind the white counter, wearing red and white striped aprons (which Metzger made) and white caps bearing the company name, the students perform like a well-oiled machine. They zip through their tasks with speed and fluid motion.

Sally Kleinman, Shelby schools gifted coordinator, said, "You should see them set up. They're so business-like."

Metzger said the idea for the joint-class project was hers. But the students determined what they wanted to do. Throughout the year they researched their business, studying about profit, loss and nutrition. They even learned about competition — which is why the counter is not open on Fridays: it would draw too much away from the school cafeteria's ice-cream day.

A $450 grant from the Richland Foundation provided the snack bar's start-up funds. Much of it went toward building the counter, which the students designed themselves.

So far, Metzger said, they have made enough to repay the grant, if it had been a loan.

She said the students were not necessarily keen on selling nutritious snacks, knowing the profits would flow more rapidly if they sold more popular cake-style or chip snacks. But as they learned about nutrition and physical development, they became convinced that they would invest in healthy alternatives.

She said that soon she will invite someone in to talk to the classes about saving, investing and donating.

The students want to spend some of their profit on an employee-dinner and have donated one day's proceeds to a fellow student, Kevin Morris, who has heart disease.

Metzger said the biggest thing the students have learned is that they must cooperate to be a success.

"They've learned that everyone is good at something," she said.

Students applied for snack-bar jobs, with job descriptions produced by the students.

Hilary was hired first and then participated in the interviews of other candidates who filled out authentic job applications.

"There have not been any problems between the groups," Metzger said. "They interviewed for jobs they thought they could do."

Both she and Mrs. Kleinman said the students do not naturally divide up by classes. They divide up, like most students, with girls in one group, boys in another.

One of the most frustrating things for the students is the awkward coin wrappers. Metzger said they cannot understand why someone does not invent something better. She said some have indicated that might be a future project.

Good 4 U Snacks wants to keep its employees happy as well as make a profit. The company offers all 12 involved students an employee discount of 5 cents per item. However, the discount is only offered if the student asks for it.

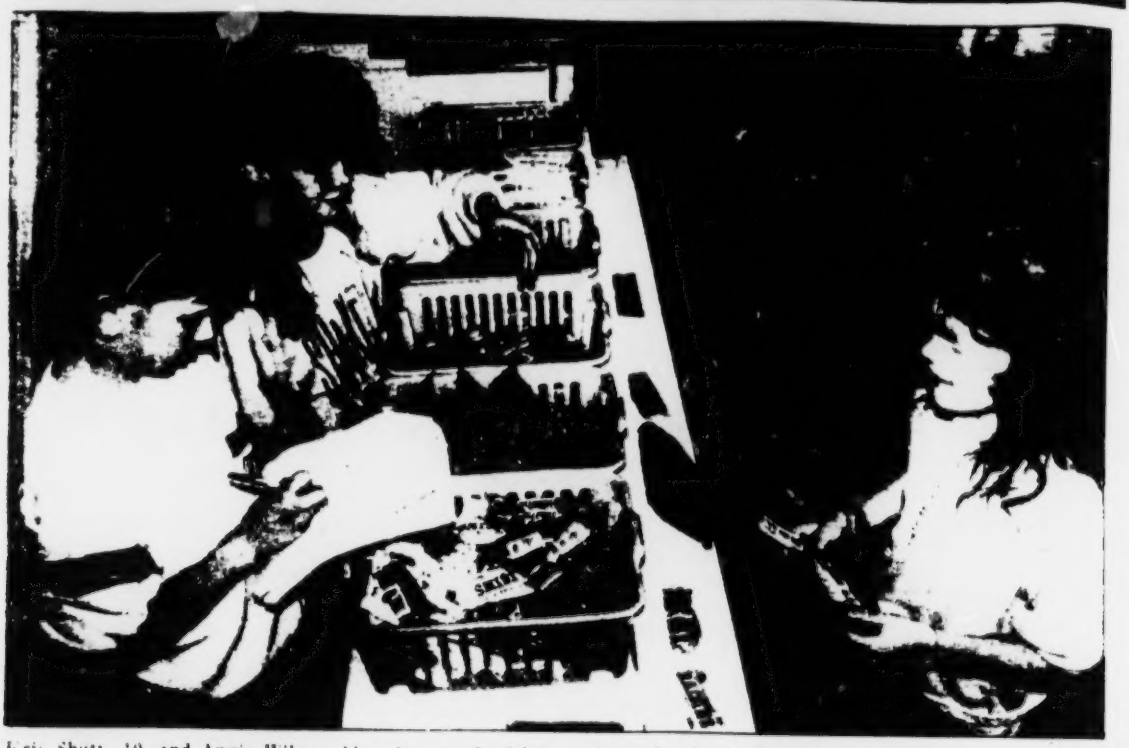
BEST COPY AVAILABLE

April 25, 1989

Goods 4 U ... The grand opening of Central Elementary's "Goods 4 U", a no-junk-food snack bar, met the students' projected date of March 6. According to Beki Metzger, adviser for the youngsters' business, success is assured by the tremendous reception given the new venture by the students. Pictured on duty are, front row (left to right) Hilary Stock, Tricia Fought, Maggie Roberts, Tom Nedolast, Jeff Hart, Chris Ramey, and Jenny Baldridge and in the back row Jay Asp, Brent Bowman, Amy Polk, Gabe Clark, and Allison Moss.

4-25-89

BEST COPY AVAILABLE



Eric Shuty, 10, and Angie Wilson, 11, sell some healthy snacks to Stephanie Bowman, 11, from the "Goods for You" stand at Shelby's Central Elementary School. (Photo by Mark Yarman)

Student-run snack bar teaches business skills

by Paul Corbitt

SHELBY — Business at the "Goods for You" snack bar was [illegible] last week in the Central Elementary School cafeteria.

Chris Lorsa, a teacher of gifted students at the school, selected $2 worth of wheat crackers and fruit juice, then handed fifth-grader Ryan Mosley a $5 bill.

"Why do I get $3 back?" he teased Ryan with a smile before putting the correct change in his pocket.

Ryan and his fellow honors students in the fifth-grade are the proprietors of "Goods for You."

The student-run business started about two years ago, organized by teacher Rebecca Griffeth Metzger and Sally Kleinman, coordinator of gifted programs for the Shelby schools. At that time, the snack bar was run by the developmentally handicapped and gifted students.

The two women will be talking about that experience April 4 in Atlanta at the national annual convention of the Council for Exceptional Children.

But the idea can be adapted to any group of students or any school structure, Mrs. Metzger said.

"Goods for You" is now in the hands of about 45 volunteer honor-roll fifth-graders at Central, who take turns manning the snack bar four days a week. The menu has changed from the early days of yogurt and fresh fruit, but the healthful guidelines haven't.

Or, as Mrs. Metzger put it, "No Twinkies." Current offerings include peanuts, raisins, sunflower seeds and string cheese.

The students do taste tests and surveys to select their products. They keep inventory, make out the orders and check the orders when they come in. They determine a profit and set prices accordingly.

They learn from trial and error what sells and what doesn't, and which items make the most money.

They learn as much from what didn't work as from what did," Mrs. Metzger said. "They went with a higher price this year for a little higher profit."

The students fill out applications for specific jobs every nine weeks. Some jobs require definite skills, like the cashier who must pass a math test.

Along with the fun of making money comes learning about the serious responsibility of running a business, Mrs. Metzger said. When someone forgets to place an order to keep an item in stock, the students are the ones who have to deal with unhappy customers.

At the end of the week, the fifth-graders always want to know, "How much did we make?" she said. This year, profits are usually $6 to $10 a week. Next year's fifth graders will have the enjoyable task of deciding how the money will be spent.

So far, the snack bar profits have bought a small PA system, computer programs and hand calculators.

The students get a feeling that they are contributing to the school, and are providing things the class wouldn't have otherwise, Mrs. Metzger said.

BEST COPY AVAILABLE

11. PUBLIC RELATIONS

Although the public was not considered potential customers, they were made aware of the progress of the project through several published articles.

Shelby City Schools Boardtalk February 1989

Shelby City Schools Boardtalk March/April 1989

Shelby Daily Globe March 1989

Shelby Daily Globe April 1989

Mansfield NewsJournal April 1989

Mansfield NewsJournal March 1991

The students responded very favorably to the publicity and it kept the project supporters aware of our progress.

12. SUPPORT STUDIES UNITS

During the planning stages of this project, as well as following the opening, class time was used on several subunits which supported and expanded the oringinal project plans. Three of these were:

Computer Program The Marketplace: This program contained three different programs which gave the students information and practice in the skill areas of advertising, economic terms, pricing products, and profit and loss statements. Computer program The Choice is Yours. This program led each student through a series of surveys which helped determine job interest clusters.

Human Development: The ages and stages in the Life Cycle of a Human as they relate to jobs or life skills.

Profit: Invest or Spend? Presentations and discussions of alternatives available as well as decision making skills.

13. PROJECT CLOSURE

Evaluations- Student

The most valuable evaluations were those the students themselves made of the project. They were asked to write in what ways the StudyWorks project was of benefit to them personally.

Evaluations- By Supervising Teacher

Each student was evaluated informally by comments appropriate to personal objectives made on the progress report (DH students) or on the Year End Evaluation (GT students).

These observations noted how well the students accomplished their assigned jobs, personal gains made through the implementation of the project, and their overall academic and emotional growth as noted by the supervising teacher.

Evaluations- By Parents

The parents had an opportunity to evaluate the personal and educational value the project had for their individual students. One hundred percent of the commnets were very positive.

Evaluations- Administrative

The Interim Superintendent as well as the building principal provided written evaluations of the project and its benefit to the students involved as well as the other students in the school.

Project Closure

Year end Statistics 1989

GOODS 4 U Snack Bar Sold

50 Apples
150 pkgs. Whole Wheat Crackers with Cheese
96 pkgs. Peanut Butter Crackers
117 bags of Raisins
312 bags of Peanuts
521 Pkgs. of Breadsticks
480 cartons of Juice
1056 Pkgs. of String Cheese

Financial Standings

Grant $450.00
Sales $627.10

$1077.10

Expenses

Counter $370.00
March Food Bill $171.10
April/May Food Bill $209.40
Trophies $49.50
Awards Banquet $21.00

1989
* Balance After Bills Paid: $236.10

* YEAR END PROFIT 1990 $450.00

* YEAR END PROFIT PROJECTED FOR 1991 $550.00

Project Closure

Projections

The students unanimously voted to operate the snack bar again during the next school year (1989-1990). They were very excited as they discussed how much profit they thought they could make with a whole year of sales.

The project would include an extension activity, which due to limited time, we did not have a chance to pursue. We received an Apple computer this spring for the use of our special education classroom. Next year, we would like to prepare a program which would allow us to do our bookkeeping tasks on the computer. It would also allow us to keep printouts of our various operations.

For the time being, the money earned as profit is being kept in the activity fund account for the G/T program. The students paid the outstanding bills, made a donation to a heart fund for a fellow student who needs a heart transplant, spent some of the profit on awards and the awards banquet, and had money left over to put in the savings account.

Next year they would like to explore the world of investments to discover how to invest some of their profits.

Another area for expansion would include a series of pre and post tests to make it possible to more carefully monitor the progress and achievements of each student.

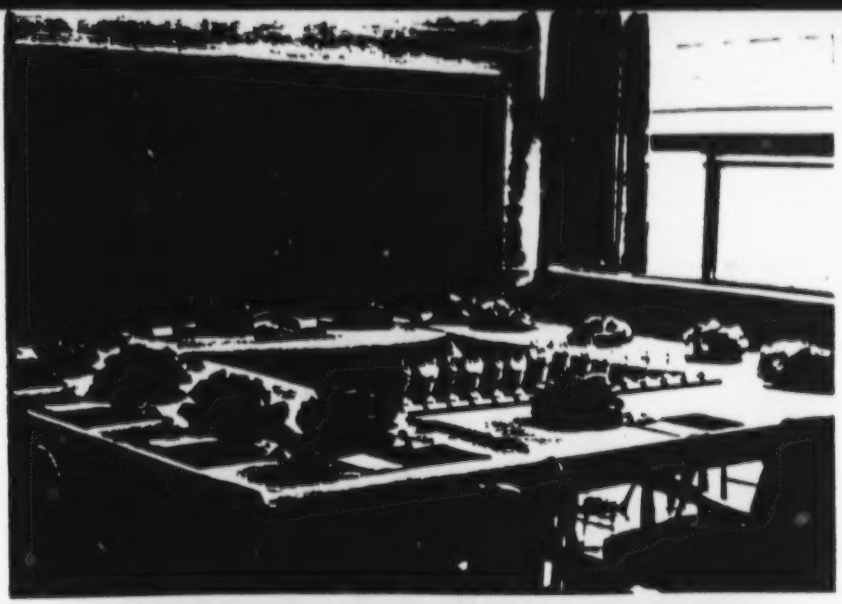
These evaluation tools would provide information for the supervisor of the project to determine which areas of the project would be strengthened by more individualized study or added subunits.

14. AWARDS BANQUET

On May 30 1989, an awards banquet was held in the Board of Education Room of the Shelby City Schools. The event was catered by the Shelby City Schools Food Services Department.

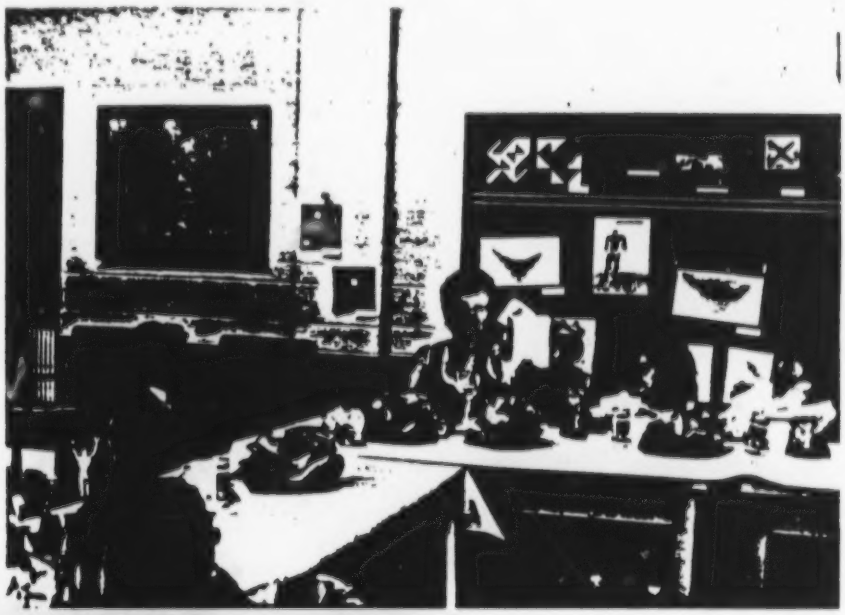
Each student consultant was presented with a trophy with the date, name of the student, and the inscription "GOOD 4 U".

An evaluation of this entire StudyWorks project could have been made during the hour of the banquet by looking at the faces of the students as they enjoyed their meal and received their awards. For many of the students, this was the first recognition and honor they had received. The proud faces and smiles of accomplishment were evidence of the success of the project.



BEST COPY AVAILABLE

Mrs. Sally Kleinman
GT Program Coordinator



Rebecca Griffeth Metzger
Supervising Teacher

Mr. Richard Hostetler
Food Services Director

BEST COPY AVAILABLE

SUMMARY

The StudyWorks Project was a success in all areas. The students gained information and on-the-job experience in all of the four targeted areas - Economic Development, Career Education, Social/Interpersonal Skills, and Health and Nutrition.

The students not only made gains academically, socially, and emotionally, but also provided a useful service to their fellow students which in turn provided them with a financial gain.

This project could be easily replicated by students in other school districts. The objectives, goals, and specifics could be adapted to fit the specific situation.

Although this particular project was done with two diverse groups of students enrolled in programs for exceptional children, the StudyWorks project could be successfully designed for a homeroom class, a leadership club, or most any organized group of students.

REFERENCES

Barnstable. (1983). Project BICEP: Career awareness curriculum model. Hyannis, Ma.

Brolin, D.E. (1978). Life centered career education: A competency based approach. Reston: Council for Exceptional Children.

Brolin, D.E. (1982). Vocational preparation for persons with handicaps. Columbus: Charles Merrill.

Eisler, R.M. (1980). Perfecting social skills, A guide to interpersonal behavior development. New York: Plenum.

Jackson, D.M. (1980). Curriculum development for the gifted. Special Learning Corp.

Jackson, D.M. (1980). Foundations of gifted education. Special Learning Corp.

Jackson, N.F. (1983). Getting along with others: Teaching social effectiveness to children. Champaign: Research.

Kelly, J.A. (1982). Social skills training: A practical guide to intervention. New York: Springer.

Newland, T.E. (1976). The gifted in socio-educational perspective. Englewood Cliffs: Prentice Hall.

Polette, N. (1984). Research book for gifted programs. O'Fallon: Book Lures.

Schloss, P.J. (1984). Social development of handicapped children and adolescents. Rockville, Maryland: Aspen.

Webb, J.T. (1982). Guiding the gifted child. Columbus: Ohio Psychology.

Wircenski, J.L. (1982). Employability skills for the special needs learner. Rockville, Maryland: Aspen.

APPENDICES

202 Park Building
34½ South Park Street

Telephone (419) 525-3020

Richland County Foundation

of Mansfield, Ohio 44902

December 15, 1988

Ms. Rebecca Metzger
Project Supervisor
Studyworks Project
Central School
High School Avenue
Shelby, OH 44875

Dear Ms. Metzger:

The Distribution Committee of the Richland County Foundation has considered your letter of October 20, 1988 in which you requested funds for the purchase of equipment and supplies for the Studyworks Project.

The Committee has asked me to inform you that a grant was approved in the amount of $450.00 for the purposes outlined in your letter. Enclosed herewith is Richland County Foundation check No. 6417 in the above amount payable to Central School.

If you plan any publicity regarding this project, the Foundation would appreciate being recognized as a donor.

Sincerely,

RICHLAND COUNTY FOUNDATION

Betty J. Crawford

Betty J. Crawford (Mrs.)
Executive Director

BJC/am

Enclosure: check

Product Sampling

3 Good
2 Fair
1 Unacceptable

Name of Product	Manufact.	Kcal/oz.	Sodium	Sat Fat	Chol.	Rating Appearance	Taste	Food Value	Cost	TOTAL

April 3 20

STUDYWORKS SCHEDULE
"Goods 4 U"

April 3,4,5,6

Position	April 3 MONDAY	April 4 TUESDAY	April 5 WEDNESDAY	April 6 THURSDAY
General Manager	Hilary	Hilary	Hilary	Hilary
Inventory Control	Tricia	Tricia	Tricia	Tricia
Cashier	Maggie	Maggie	Maggie	Maggie
Attendant#1	Jeff **	Allison	Jeff	Chris *
~~Attendant #2~~	Amy	Brent	Jenny	Gabe
Bookkeeper*				
Marketing **				

April 10, 11, 12, 13

	April 10	April 11	April 12	April 13
General Manager	Hilary	Hilary	Hilary	Hilary
Inventory Control	Tricia	Tricia	Tricia	Tricia
Cashier	Tom	Tom	Tom	Tom
Attendant #1	Jeff **	Allison	Jeff	Chris *
Attendant #2	Amy	Brent	Jenny	Gabe
Bookkeeper*				
Marketing**				

April 17, 18, 19, 20

	April 17	April 18	April 19	April 20
General Manager	Hilary	Hilary	Hilary	Hilary
Inventory Control	Tricia	Tricia	Tricia	Tricia
Cashier	Maggie	Maggie	Maggie	Maggie
Attendant #1	Jeff **	Allison **	Jeff	Chris *
Attendant #2	Amy	Brent Jeff	Jenny	Gabe
Bookkeeper*				
Marketing**				

**********PLEASE REMEMBER THAT ON THE DAY THAT YOU WORK YOU MUST GO TO ~~THE CAFE~~ THE GYM DOOR AT 11:25 TO EAT. ~~ROOM 11:50 AND EAT WITH HER CLASS~~ WHEN YOU FINISH EATING TAKE YOUR TRAY BACK AND REPORT TO THE SNACK BAR TO BEGIN PREPARATIONS FOR OPENING. **********

BEST COPY AVAILABLE

1st Year

DAILY INVENTORY TALLY

studyworks project

FRESH FRUIT	Sales	Employee Sales	Total Reg.	Total E.D.	Total II	Total #
CRACKERS PEANUT BUTTER						
CRACKERS WHOLE WHEAT & CHEESE						
CRACKERS PLAIN						
RAISINS						
PEANUTS						
BREAD STICKS						
POPCORN						
JUICE						
STRING CHEESE						
YOGURT						
APPLESAUCE						

1st Year

Cashier's Report

Cashier Name: Dates:

Monday

Amount in Change - 20.00

End of Day Count	Bills -	25¢	10¢	5¢	1¢
			End of Day Total -		

Amount in Change -

Tuesday

End of Day Count	Bills -	25¢	10¢	5¢	1¢
			End of Day Total -		

Amount in Change -

Wednesday

End of Day Count	Bills -	25¢	10¢	5¢	1¢
			End of Day Total -		

Amount in Change -

Thursday

End of Day Count	Bills -	25¢	10¢	5¢	1¢
			End of Day Total -		

Snack Bar

Current Year

Date: _____

Employee: _____

Inventory Control

Item - Pretzels	Item - Raisins	Item - Sunflower Kernels	Item - Peanuts
#Sold -	#Sold	#Sold	#Sold
Item - Crackers	Item - Cheese	Item - Juice	Item -
#Sold	#Sold	#Sold	#Sold

Snack Bar

Date

Employee

Current Year

# Items				
1 = 40¢	11 = $4.40	21 = $8.40	31 = $12.40	41 = $16.40
2 = 80¢	12 = $4.80	22 = $8.80	32 = $12.80	42 = $16.80
3 = $1.20	13 = $5.20	23 = $9.20	33 = $13.20	43 = $17.20
4 = $1.60	14 = $5.60	24 = $9.60	34 = $13.60	44 = $17.60
5 = $2.00	15 = $6.00	25 = $10.00	35 = $14.00	45 = $18.00
6 = $2.40	16 = $6.40	26 = $10.40	36 = $14.40	46 = $18.40
7 = $2.80	17 = $6.80	27 = $10.80	37 = $14.80	47 = $18.80
8 = $3.20	18 = $7.20	28 = $11.20	38 = $15.20	48 = $19.20
9 = $3.60	19 = $7.60	29 = $11.60	39 = $15.60	49 = $19.60
10 = $4.00	20 = $8.00	30 = $12.00	40 = $16.00	50 = $20.00

Beginning Change in Drawer $.

Drawer/End of Day Deposit

Bills	$.
50¢	$.
25¢	$.
10¢	$.
5¢	$.
1¢	$.
	$. TOTAL

Items Sold - $.

Receipts - $.

Difference +/- $.

Change in Drawer $.

Todays Deposit $.

BEST COPY AVAILABLE

Additional record keeping will be required per local accounting procedures.

DEPOSIT RECEIPT

SHELBY CITY BOARD OF EDUCATION
SHELBY, OHIO 44875

☐ JR H S ☐ SR H S
☐ CENTRAL ☐ WHITNEY
☐ AUBURN ☐ DOWDS

_____ 19_____

Sale of Lunches - Students _____

Sale of Lunches - Adults _____

Sale of Workbooks _____

Sale of Supplies _____

_____ _____
_____ _____
_____ _____
_____ _____
_____ _____
_____ _____
_____ _____
_____ _____
_____ _____
_____ _____

Total $_____

Receipt No._____

DEPOSIT TICKET

SHELBY CITY
BOARD OF EDUCATION

The FIRST NATIONAL BANK OF SHELBY · OHIO

DATE _____ DOLLARS CENTS

CURRENCY

COIN

CHECKS LIST EACH SEPARATELY

DEPOSITS MAY NOT BE AVAILABLE FOR IMMEDIATE WITHDRAWAL

TOTAL DEPOSIT

TOTAL FROM OTHER SIDE OR ATTACHED LIST

PLEASE BE SURE TOTAL HERE **TOTAL**

Checks and other items are received for deposit subject to the provisions of the Uniform Commercial Code or any applicable collection agreement

CAMBRIDGE 5824.

Studyworks Project

Prepared by:

Approved by:

Guest Activity Fund

		+	−	Balance
12/15/88	Richland Foundation Grant Check #6417 Deposited by M. Harvey	+450.00		450.00
3/5/89	Wood Shop - Cabinet P.O. 89183?		-370.00	80.00
3/10/89	Deposit - Receipts Snack Bar 3/6 - 3/9	+89.60		169.60
3/6/89	Cash - Change Check from M.H.		-20.00	149.60
3/10/89	Deposit Receipts Week of 3/6/89	+62.87		212.47
3/31/89	Deposit Receipt from Week of 3/27/89	+74.50		286.97
4/3/89	Deposit Receipt from 4/3/89	+14.50		301.47
4/4/89	Deposit Receipt 4/4/89	+17.30		318.77
4/5/89	Deposit Receipt 4/5/89	+18.00		336.77
4/10/89	Deposit Receipts 4/10/89	+20.00		356.77
4/11/89	Deposit Receipts 4/10/89	+12.50		369.27
4/12/89	Deposit Receipts 4/12/89	+17.25		386.52
4/13/89	Deposit Receipts 4/13/89	+15.75		402.27
4/17/89	Paid to Shelby City Schools Food Services (Munch)		-171.10	231.17
4/17/89	Deposit Receipts 4/17/89	+14.00		245.17
4/18/89	Deposit Receipts 4/18/89	+14.50		259.67
4/19/89	Deposit Receipts 4/19/89	+13.75		273.42
4/20/89	Deposit Receipts 4/20/89	+14.00		287.42
4/25	Deposit Receipts 4/25/89	+18.59		306.01
4/26	Deposit Receipts 4/26/89	+15.00		321.01
4/27	Deposit Receipt 4/27/89	+10.94		331.95

BEST COPY AVAILABLE

CAMBRIDGE

4/28/89	No Sales - KM Bake Sale	—		
	No Receipts			331.95
5/1	Deposit	15.00		
	Receipts 5/1			346.95
5/2	Deposit	16.50		
	Receipts 5/2			363.45
5/3	Deposit	24.20		
	Receipts 5/3			387.65
5/4	Deposit	12.00		
	Receipts 5/4			399.65
5/8	Deposit	14.85		
	Receipts 5/8			414.50
5/9	Deposit	19.50		
	Receipts 5/9			434.00
5/10	Deposit	14.00		
	Receipt 5/10			448.00
5/11	Deposit	5.00		
	Receipts 5/11			453.00
5/15	Deposit	16.00		
	Receipts 5/15			469.00
5/16	Deposit	13.00		
	Receipts 5/16			482.00
5/17	Deposit	14.00		
	Receipts 5/17			496.00
5/18	Deposit	20.00		
	Receipts 5/18			516.00
5/23	Paid to Shelby City Schools		-209.40	
	Food Services (April, May)			306.60
6/2	Awards Banquet Meal		-21.00	285.60
6/2	Awards trophies		-49.50	236.10
	Balance in account			236.10